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ABSTRACT

This report sets forth the results of a study to develop a plan to reduce the technical and human problems of administrator salary administration, and to strengthen the ability of a school district to acquire leadership consistent with its purposes. Major targets of the study were: (1) development of position responsibility descriptions for all district administrators (including primary objectives of the positions; major areas of accountability in instructional improvement, administration, and school-community relations; and supervision and work direction of others); (2) development of administrator performance review procedures; and (3) establishment of an administrator compensation plan. Appendixes contain position descriptions for all district administrative personnel, analyses of current compensation relationships with administrators from selected school districts, and a proposed policy for administrator compensation. (Author/LLR)

ED0 43094

A PLAN FOR PERFORMANCE REVIEW AND COMPENSATION OF ADMINISTRATIVE PERSONNEL

for the
Richfield Public Schools, Independent
School District No. 280, Hennepin County

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May, 1969

EA 002 971

RICHFIELD PUBLIC SCHOOLS
Independent School District No. 280,
Hennepin County, Minnesota

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INTRODUCTION

In December, 1968, the Richfield School Board approved a study of selected phases of the district's administrative policies. This study was undertaken because of the desire of school administrators and the Board to make certain that the district's administrative compensation plans were systematic, rational, and equitable. Our work began that same month and has now been completed. We are pleased to present this final report containing the results of our study.

In conducting the over-all study and evaluation, a number of steps were taken and a variety of techniques were employed. These included the following:

1. An initial briefing session was held with school board members and central office administrators to discuss the purpose, scope, and procedures of the study.
2. An initial briefing session was held with all district administrators to review plans and procedures of the study.
3. Individual interviews and follow-ups were held with each district administrator in his building.
4. Discussion sessions were held with all district administrators at each phase of the study.
5. Literature on executive compensation plans in business, industry, government, and education was reviewed.
6. Compensation plans for administrators in school districts of Minnesota and other states were reviewed.
7. Richfield School District policies and procedures relating to administrator compensation and performance review were analyzed.

Our primary aim throughout the study has been to develop a plan which will lessen some of the technical problems of administrator salary administration, minimize some of the human problems, and in the process, strengthen the ability of the district organization to receive leadership at the level required to attain its purposes continuously. The major elements of the study were:

1. Development of position responsibility descriptions for all district administrators, to include --
    a. primary objective of the position
    b. major areas of accountability in instructional improvement, administration, and school-community relations
    c. supervision of others
    d. work direction of others
2. Development of administrator performance review procedures.
3. Establishment of an administrator compensation plan based upon 1 & 2 above.

This report is organized in four parts. Part I includes a brief presentation of the general conceptualization of work planning and review and relates performance review to compensation review. Several of these concepts have been used throughout the report and form the basis for the recommended plan.

In Part II the relationship between systematic development of a compensation plan for administrative personnel and definition of administrative positions is considered. Part III deals with performance review. An appraisal plan linked to position responsibilities is recognized as a compensation determinant.

Part IV concerns the proposed compensation plan. The mechanics of the plan are simplified and quantified in a form which is readily understood and can be utilized to calculate its impact on the salaries of individual administrators as well as on the annual district budget.

The final sections of the report, Appendices A, B, C, D, and E, contain position descriptions for all district administrative personnel, analyses of current compensation relationships with administrators from selected school districts, and a proposed policy for administrator compensation.

We are most appreciative of the excellent cooperation and assistance provided by all Richfield School District administrators. Central office and building administrators have all contributed time and talent. Their assistance and counsel is most appreciated. Any weaknesses in the report are, however, the sole responsibility of the consultants.

Clifford P. Hooker

Van D. Mueller

PART I. PERFORMANCE REVIEW AND COMPENSATION PLANNING

Performance Review

The process of judging the behavior of another person in an organizational activity involves, consciously or unconsciously, a number of basic assumptions. In the development of this report and the suggested performance review and compensation plan for administrators, it was necessary to consider the assumptions on which the plan might be based in order to conceptualize dimensions of the task. Consideration of these assumptions and dimensions is deemed critical to the building of a practical program.

Five sets of assumptions about different aspects of a performance review and compensation program have been identified and provide the basis for the descriptions which follow in Parts II-IV. They are as follows:

1. A performance review program assumes that the school district is well managed, that it utilizes appropriate administrative practices, that every administrator understands his role and wants to cooperate in the achievement of district goals;

2. A performance review program presupposes that there exists a systematic, realistic plan of describing administrative positions, that each position has been defined as accurately as possible, and is mutually understood by reviewer and reviewee;

3. A performance review program assumes that each supervising administrator knows how to supervise, that he is a reliable and competent evaluator of the performance of his subordinates, and has the ability to communicate empathically to his subordinates;

4. A performance review program assumes that objective

judgments about an administrator's performance can be made, that they can be communicated upwards and downwards in the district organization without serious disruption of district or personal relationships, that they can provide a basis for compensation planning, and that they can provide the means of stimulating administrator growth and development; and

5. Finally, a performance review program assumes that each administrator understands what is required of him, that he wants to excel, that he is in control of his performance and can be held responsible for it.

The dimensions of the performance review task are illustrated in Figure 1. The building of an effective, acceptable, and practical administrator performance review program requires that three basic principles be considered:

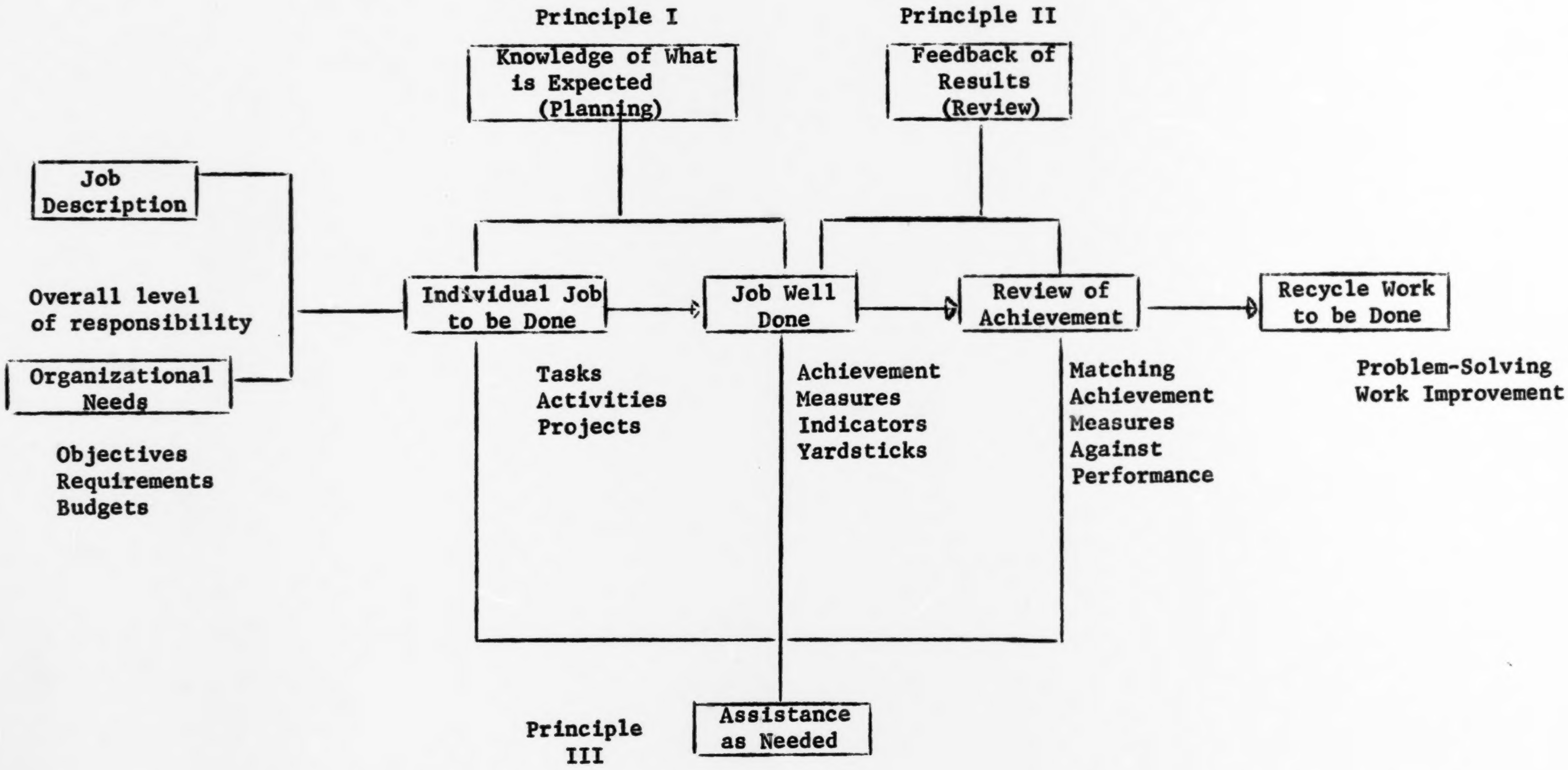
Principle I. Knowledge of What Is Expected (Planning). This study involved completion of position descriptions for all administrators in the district. The position descriptions were developed cooperatively with all administrators and contained built-in responsibility assignments to maintain currency. Part II of this report describes the content and process utilized in formulating the descriptions. A complete set of descriptions is found in Appendix B.

Principle II. Feedback of Results (Review). The development of an administrator appraisal plan linked to position responsibilities is described in Part III of this report. Proposed instrumentation for a two-part review process is included in Appendices C and D.

Principle III. Assistance As Needed. The planning and development of a professional growth program for administrators was outside the scope of this study. It is strongly recommended, however,

FIGURE 1

WORK PLANNING AND REVIEW


Principle I
Knowledge of What is Expected (Planning)
Principle II
Feedback of Results (Review)
Job Description
Overall level of responsibility
Organizational Needs
Objectives
Requirements
Budgets
Individual Job to be Done
Tasks
Activities
Projects
Job Well Done
Achievement
Measures
Indicators
Yardsticks
Review of Achievement
Matching
Achievement
Measures
Against
Performance
Recycle Work to be Done
Problem-Solving
Work Improvement
Principle III
Assistance as Needed

that such actions as necessary be taken to initiate the planning, development, and implementation of this component of the performance review system. The responsibility for the development of an administrative improvement plan design to help and assist individual administrators must be accepted by the school district. The performance review program implementation can serve as an opportunity for commitment to such an administrator development plan.

In summary the performance review requirements considered in this report are related to the concept of a continuous cycle of planning, review, and provision of assistance.

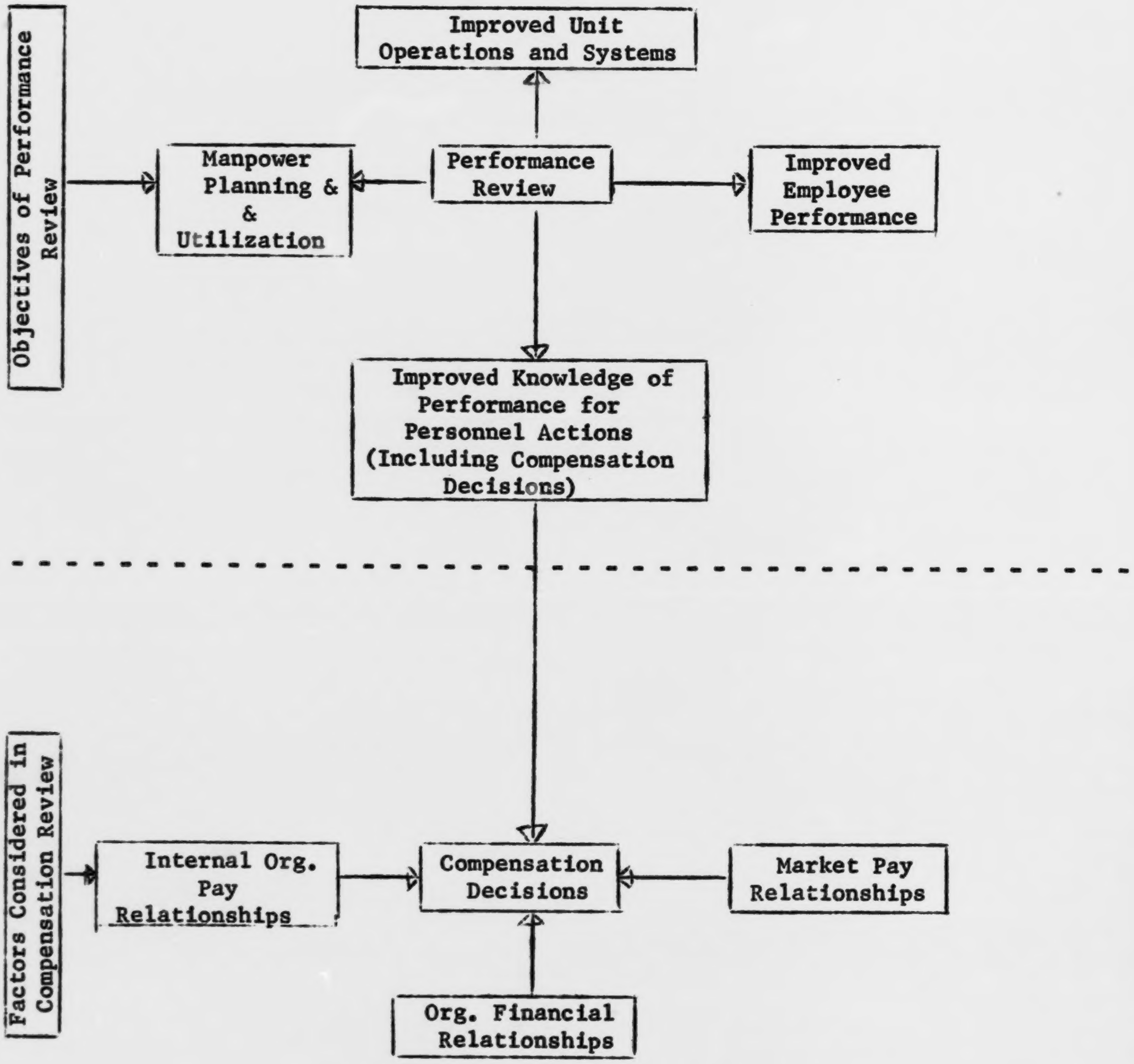
The Relationship Between Performance Review and Compensation Review

Inclusion of a performance factor in school administrator salaries is probably the exception rather than the rule. Weaknesses in current compensation practices for administrators generally can be traced to a lack of clean-cut relationship between compensation and performance.

The suggested performance review program and compensation plan described later in this report assume a relationship between performance review and compensation review as illustrated in Figure 2. The separation of the performance review process from the compensation decision enables the school district to place proper emphasis on each. It also helps to avoid the tendency to rationalize compensation decisions in solely "merit rating" terms. Physical separation does not imply that performance should not be considered in compensation decisions. Indeed, the suggested program of performance review is designed to provide greater knowledge in making these decisions. The performance review is thus related conceptually to compensation decisions even though separated physically.

FIGURE 2

THE RELATIONSHIP BETWEEN PERFORMANCE REVIEW
AND COMPENSATION REVIEW*


Objectives of Performance Review
Improved Unit Operations and Systems
Manpower Planning & & Utilization
Performance Review
Improved Employee Performance
Improved Knowledge of Performance for Personnel Actions (Including Compensation Decisions)
Factors Considered in Compensation Review
Internal Org. Pay Relationships
Compensation Decisions
Market Pay Relationships
Org. Financial Relationships

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*Adapted from Robert E. Sibsen, Wages and Salaries, New York, American Management Association, 1960

Finally, it is suggested that the goals of the performance review and compensation plans for the Richfield School District be stated in the form of district policy. A suggested policy statement is included in Appendix A.

PART II. DEFINITION OF ADMINISTRATIVE POSITIONS

The relationship between systematic development of a compensation plan for administrative personnel and definition of administrative positions was described in Part I. The position description is one of the planning devices by which a performance review and compensation plan is developed. The following sections are intended to make clear the concept of administrative position descriptions utilized in developing the descriptions found in Appendix B.

1. Defining the Administrator's Job

The individual administrator's first step toward effective performance on the job is to acquire an adequate understanding of that job: its purpose, its scope, its responsibilities and authorities, and its working relationships. A position description is a summary of the important facts about a particular job. It is an attempt to clarify for all concerned the basic purpose of the position, the duties and responsibilities assigned to it, the extent and limits of its authority, and the relation of the position to others both inside and outside the organization. An organization chart is analogous to a line-drawing of the organization showing the location in relation to each position. A position description goes one step further and identifies that portion of the organization activity and responsibility assigned to a particular position on the chart. The chart identifies the "where" with respect to other jobs, and the position description describes the "what".

2. Uses of Position Descriptions

Before initiating this position description program it was important to explain the various uses that would be made of the resulting descriptions. The suggested use of position descriptions was as follows:

A. to help administrators acquire greater understanding of their present position by analyzing their duties;

B. to clarify relationships between jobs by avoiding over-laps and gaps in responsibility;

C. to analyze the basic school district organization structure and division of responsibility;

D. to establish a just basis for the district's internal salary structure;

E. to use as a foundation by which to compare positions inside the school district organization with others outside it in order to pay salaries competitive with current levels;

F. to evaluate individual administrator's job performance;

G. to acquaint new administrators with their jobs;

H. as a recruitment and placement aide to find the right administrator for each position;

I. to develop lines of promotion within the school district;

J. to determine the school district's inservice training needs, and

K. to rearrange workflow and revise procedures.

The various uses stated above can be summarized as follows: external compensation comparison, internal compensation comparison, performance appraisal, administrator-development, recruitment hiring and placement, orientation of new administrators, promotion, organizational clarification and organizational planning. If position descriptions are put to use in all these ways in daily operation of the school district they can constitute a significant plus for systematic administration and overall program effectiveness.

3. What to Include in the Position Description

The determination of the "what" of the administrative job suggests that it might be helpful to begin with a list of common responsibilities of most administrative positions in educational organizations. A suggested list follows:

A. planning work;
B. assigning responsibilities and delegating authority;
C. directing work and guiding people;
D. maintaining and improving quality;
E. improving work methods and executing programs;
F. keeping others informed;
G. safety, health, and good housekeeping, and
H. reports, correspondence, and procedures.

For the purposes of this program the documentation of position descriptions was divided into five logical areas: (A) basic function or purpose of the position; (B) duties and responsibilities of the position; (C) professional growth and development; (D) limits of authority, and (E) relationships with others. The following discussion deals with each of the four components of the job description.

A. Basic function or purpose of the position

> This is a brief description or digest of what occurs in connection with the position and the contribution it makes to the school organization. (For example, the purpose of department supervisor at the secondary school level: to contribute through the institution and implementation of the curriculum in his respective area; to maintain the continuity and progression of the growth of pupils; to have the responsibility of supervising, coordinating, and evaluating the development and administration of the total program of his department.) Special note should be taken in describing the basic function of a position to assure appropriate attention is given to the common administrative elements of organizational design and staffing, policy interpretation and formulation, and the planning direction and control operations required for program execution and evaluation.

B. Duties and responsibilities of the position

This is usually the longest and most detailed part of the description. It includes a listing and brief explanation of the principal activities of the position in order of importance and commonly grouped under such headings as planning, administration, personnel, organization, controlling and appraisal of results. (An example of the major responsibilities for a department supervisor is as follows: (1) curriculum development, (2) techniques of supervision, (3) supervisor-teacher relationships, (4) planning and preparation, (5) contributing to the total school effort, (6) community and public relations, (7) professional growth and (8) supervisory-staff relationships. A detailed listing of key duties under the first major responsibility of curriculum development would be as follows:

(a) re-evaluates curriculum content and methods of presentation; gives leadership to the origination and presentation of ideas; experiments with respect to revisions and additions of curricula;

(b) keeps abreast of proven or promising curriculum innovations in other school districts;

(c) organizes and participates on committees formed for evaluation of current curriculum texts, methodology, equipment, and materials;

(d) provides leadership to the development of programs within the curriculum to meet the needs, interests, and goals of all pupils.)

In order to assure that the list of duties and responsibilities would not be restrictive, special attention was directed to "duties and responsibilities normally discharged by administrators of the specific position level" and to "such other duties and responsibilities as might be temporarily or permanently assigned to this position."

C. Professional Growth and Development

The position description to this point has been focused upon administrative positions without regard to past, present, or future occupants. The need to control the qualifications of personnel who are assigned to administrative positions in a dynamic and changing educational environment suggests a systematic approach to stimulating and rewarding improved professional effectiveness during service.

Each position description in Appendix B contains an identical set of expectations for this area. Special note is directed to Item 7: "To redefine position content consistent with the evolving nature of relationships within the district." This responsibility places a primary responsibility on maintenance of up-to-date position descriptions on each administrator and should assist in the implementation of the performance review program.

D. Limits of Authority

The administrator is given a grant of authority to take certain action and to make certain decisions in the performance of his duties. This authority must be spelled out as a part of the position description. (An example of a statement to describe the limits of authority delegated to the department supervisor is as follows: (1) to operate within budgetary limits approved by the director of secondary education; (2) to implement new policies and programs of major changes in previous established policies only after the approval of the director of secondary education; (3) to approve budgets and expenses submitted to him by the teachers in his department, and (4) line of authority is limited to his immediate subordinates.)

Since responsibilities and duties associated with a position and authority are quite interdependent, attention should be paid to the articulation between these sections two and three of the position description.

E. Relationships with Others

This section describes the working relationships of the individual administrator, his subordinates, his superiors, other units within the school district, and with school patrons and community groups. Position descriptions typically resolve most work problems but tend to fail to resolve the relationship problems adequately. The organization chart shows the basic division of work and indicates who reports to whom but it does not describe functions in detail or explain how individuals are to relate to these functions. This in reality is how the organization works. Special caution was made in regard to utilizing the following types of delicate and often nebulous generalities in describing relationships with others: "general responsibility," "operating responsibility," "specific responsibility," and "must be consulted," "may be consulted," "must be notified," and "must approve." (The following is a typical relationship statement for the departmental supervisor: (1) Line position; (2) Is accountable to the director of secondary education; (3) maintains close liaison with the district curriculum director in a staff capacity; (4) provides advice and service to the secondary school principal in terms of parental and community relations, program descriptions, and activities of the specific department.)

Position description should include all the significant areas of activity, stating these concisely and clearly insofar as practical. The writing of position descriptions and the administration of a sound position description program constitutes one of the clearest examples of how management provides an orderly and systematic framework for administrative performance. The clarification that results from the process of formulating position descriptions gives the school district one of its most effective tools for shaping both human and material resources toward maximum goal achievement.

PART III. PERFORMANCE REVIEW

Unless an organization pursues a policy of viewing continuously the past performance, present progress, and future prospects of its human resources, it must manage them by intuition and tradition. Sound management in the school organization seems to make a formal administrator performance review program essential.

The essence of the performance review process is communication and its ultimate purpose is change. The performance review process must constitute an important element of the upward communication system to aid decision-making on matters such as compensation, promotion, and reassignment. It constitutes an element of the downward communication system through the performance review interview to help the individual administrator grow and fulfill himself.

The general objective of the performance review process is change in the direction of raising levels of job performance so that school district goals are achieved and each administrator realizes a full measure of satisfaction and stimulation from his job.

The proposed performance review plan raises many problems, but if it succeeds, the school district has built into its structure the capacity for continuous leadership self-renewal. This is such a worthwhile goal that it deserves an all-out effort.

The performance appraisal plan proposed in this report contains two forms: (1) a trait and personal qualities form; and (2) a performance oriented form. In sequence each of the two forms will be presented along with a discussion of proposed instrumentation and plan for utilization.

1) A General Administrative Ability Review process is recommended as one component of the administrative appraisal plan. Rather than considering administrator appraisal from the many aspects relating to job expectations, this appraisal involves examining present administrators on a competitive basis to determine which of them are best fitted for promotion or reassignment. The general purpose of this review is to obtain the supervising administrator's forecast. He or they are expected to know the administrator to be reviewed intimately, and be able to predict how he will perform in a different and/or higher level position.

The administrator characteristics deemed most relevant in predicting reassignment potential and general administrative effectiveness are: (1) Effectiveness with People; (2) Decision-Making Ability; (3) Personal Charateristics; and (4) General Executive Abilities. It is suggested that this appraisal follow the general format illustrated in Appendix D and that the system be established under the direction of the Assistant Superintendent for Administration and Personnel in accord with district policies.

2) An Administrator Performance Review system is recommended to achieve a district-wide standard of excellence in administrative performance and to assure equity in compensation review. The administrator performance review, as a system, to be understood correctly, is one element of the district's communications media. It is the means by which the district and administrator, individually, assert their mutual concern for the caliber of the administrator's performance, the means by which intrinsic and extrinsic rewards can be related directly to the quality of the administrator's performance.

Despite its relative simplicity in overall purpose, the performance review process is quite difficult to translate into reality. It is affected by the nature of the district organization, requires awareness of the complexities of interpersonal perception, and varies according to its perceived objectives: information, motivation, or development.

In order to optimize effectiveness of the performance review program it is recommended that the procedures for implementation be developed with considerable care and with the widest possible participation by all district administrators. Inasmuch as the administrator position descriptions describe what each administrator is supposed to do, it would appear logical that the administrator be judged on the basis of how adequately he fulfills position requirements and carries out position duties and responsibilities as stated in the position description. One can hardly argue for compensating an administrator on the basis of one set of responsibilities and reviewing his job performance on the basis of another.

The proposed report form for the Administrator's Performance Review is contained in Appendix C. The major features of the report comprise the following:

1. The suggested form is self-contained--that is, instructions for its completion are included on the form.

2. The report is completed first by the rated administrator, then by the supervising administrator, and reviewed by the assistant superintendent and superintendent.

3. The report is submitted at least annually.

4. The administrator's performance is reviewed on a scale

which includes the specific tasks, duties, and responsibilities which apply to his particular position. Two descriptive statements cover the range of performance -- excellent and needs improvement.

5. The rating administrator prepares narrative comments designed to bring out the true dimensions and requirements of the position and a description of the administrator's specific strengths and weaknesses.

6. The rating administrator must define and document a plan for improvement for the rated administrator. The performance review form and process should provide a tie-in between administrator performance review and administrator training.

7. The administrator performing the review must discuss the appraisal with the administrator reviewed prior to forwarding the review report to the appropriate district administrators for review.

While an elaboration of the administrator inservice or continuing education responsibility of the district at this point would deviate from the intended purpose of this report, it is recommended that a carefully planned administrative development program be developed as an integral component of the performance review plan.

The plan suggested in this report should be considered in the context of an initial implementation of performance review. The procedures and policies required to place this program in operation should be self-adjusting, and allow for orderly and systematic ways of implementing changes after additional experience in performance review has been gained.

PART IV. THE COMPENSATION PLAN

During recent years school boards and administrators have become increasingly uneasy about direct links between salary schedules for teachers and administrators. While these ratio systems have served a useful purpose in the past, the changing relationship between administrators and teachers has brought the practice into question. Specifically, the collective action of teachers has sharpened the differences in roles for teachers and administrators within the school organization. This development has placed administrators who negotiate and administer teacher contracts in a role involving a potential conflict of interest. Such is the case if effectiveness in the new administrative role results in a diminution of salary for the administrator.

School building principals are especially disturbed by the polarization of forces within public education. The ties with the teachers no longer provide the security which principals have enjoyed in the past. This is especially true as grievance procedures become a reality. The actions of principals are often the items of grievance and subject to ajudication by higher authority. Thus the principal is an adversary to the teacher or his representative.

Efforts on the part of principals and other middle management personnel to become identified with central administration have produced results which are equally unsatisfactory. The concept of team administration has not been fully understood or implemented in most school districts. Hierarchical rather than collegial relationships are the rule more often than not. Seldom are principals and their supervisors deeply involved in the formulation of school policy. Such is the prerogative of the board of education and superintendent in most instances. Others are literally told to cooperate and implement school policies. Also, superintendents and school boards have not found a suitable or acceptable alternative to the ratio salary schedule for principals and other administrators. Thus policy formulation and salary considerations have tended to separate top and middle management into two groups.

A second major weakness of the ratio schedules which are tied to teachers' salaries is the manner in which effectiveness is assumed to be related to the number of graduate credits accumulated and the years of administrative experience. A more direct link between administrative performance and level of compensation is needed. While no easy procedures or objective instruments are available for use in assessing administrative performance, those who administer schools are in the best position to create them. Efforts by the professionals to resist performance review procedures encourage lay appraisal of performance. Therefore, it is incumbent upon school administrators to search for appropriate procedures for measuring administrative performance. The compensation plans which follow and the material in PART III are a step in this direction.

The need for a compensation plan which will contribute to team administration is clear. This plan should encourage principals and directors to: (1) assist the superintendent and board of education in the identification and attainment of organizational goals, and (2) perform to the limit of their capacity. While these are appropriate goals for any compensation plan the board must move toward their realization within the constraints which have been placed upon public employment and upon educational administrators in particular. For instance, bonuses, stock options and other incentives common in the private sector are illegal and otherwise not available in public education. Also, any salary increase which is granted must be continued thereafter. Therefore, the degree of flexibility available to the Richfield Board of Education is rather limited.

This report proposes three salary plans which in the opinion of the consultants will accomplish the objectives which are described above. The strengths, weaknesses, and possible variations of each are discussed below. The administrative performance review procedure which is described in the previous section is common to all of the plans. This section ends with a recommendation for setting administrative salaries in Richfield.

ALTERNATIVE ONE

Reference was made above to the dilemma of middle managers in salary negotiations. These people have the distinct impression that they are no longer adequately represented by the teachers or by the superintendent. This anxiety cannot be dissipated by promises by the superintendent or the board of education. These people want some assurance that their interests will be protected. They want some guarantee that the team concept will prevail as salary considerations are discussed. In other words, they want assurances that the superintendent will represent them in salary negotiations with the board of education.

One approach which could be used to set the base salaries and determine the magnitude of increases which should satisfy middle managers is a ratio salary system within administration where all base salaries are related to the salary of the school superintendent. This arrangement would maximize the probability that middle managers would want the superintendent to be successful. Moreover, it would reassure those who feel that the superintendent does not represent them in salary negotiations with the board of education. Thus, the school organization and its administrators would benefit by a salary system which encourages team administration and reduces conflict between the levels of managers.

The weekly salaries of administrators in Richfield and eight other districts during the past three years were used to calculate the ratios shown in Tables 1 through 9 which are included in Appendix E of this report. These data would be useful in setting ratios to implement Alternative One. The base salary for all positions could be set in this fashion and the same ratios used to determine the size of the increase for administrators having good scores on the performance review.

The formula for establishing a salary for such administrators under this plan would be:

> 1969-70 base salary = present salary plus ratio multiplied by the raise for the Superintendent times the quantity of the number of weeks of contract divided by 48. Using the ratio for an elementary school principal for 1968-69 and a hypothetical raise of $3,000 for the Superintendent for 1969-70, the salary would be calculated as follows:
>
> 1969-70 salary = \$18,000 + .675 x \$3,000 $\left(\frac{42}{48}\right)$ = \$19,850

Three weaknesses of Alternative One are rather obvious. First, there is the loss of flexibility which results in tying all administrator salaries together. For instance, the Board would not be at liberty to reward or penalize the Superintendent without affecting all administrators similarily. Also, a change of superintendents in the district would likely upset the compensation plan for all administrators. A third weakness in Alternative One is the extent to which it focuses attention on a single salary, namely that paid to the superintendent. Administrative salaries in public schools are public information. Any plan which singles out one salary for further attention must be evaluated carefully.

The weakness cited above could be partially corrected by setting administrator ratios at the median of a sample of comparable districts in the area. Again, the data in Tables 1-9 Appendix E would be useful. For example, if the Richfield Board of Education chose to use Alternative One, it could select a ratio for elementary principals from Table 1 using the median of the nine districts for 1968-69 (District G) or the median figure of all districts during the three-year period (District B, 1968-69). Once such a ratio were selected, it would be applied to the salary of the superintendent in Richfield or to the median salary of the superintendent in the nine districts.

While selecting a sample of districts for setting ratios eliminates some problems, it creates others. First, the Richfield Board of Education would not have complete control of a system which is tied to median practices in other districts. Negotiations in other districts would directly affect the salary levels for administrators in Richfield. This is not to deny that such negotiations now affect Richfield, but the impact may be less direct if another alternative is selected.

A second weakness of this variation of Alternative One pertains to timing. Richfield simply could not establish a compensation schedule until all other districts had completed negotiations. This potential delay could be very disruptive.

ALTERNATIVE TWO

The second alternative bears a strong resemblance to the first one. The major change is a switch from the salary of the Superintendent to that of the High School Principal as the base upon which ratios would be established. Tables 10 through 17 in Appendix E were developed for this purpose. Again, the procedure would be to use the ratios to set base salaries and to determine the magnitude of increases. The assumption was made in developing Tables 10 through 17 that it would be preferable to use the salaries paid to high school principals in the nine districts rather than limit the calculations to the one position in Richfield.

Alternative Two has most of the weaknesses of Alternative One. The one exception is that in using the salary of high school principals to set the ratios, the Board would be at liberty to deal independently with the Superintendent of Schools. Also, public attention would not be focused on a single salary which is the highest one paid in the District.

ALTERNATIVE THREE

The two alternatives described above satisfy many of the principles of administrative salary scheduling. In fact, Alternative One may represent the plan of the future in public schools. However, it is a rather drastic departure from existing practice, it is complex, and may be unacceptable to the administrators and the Board of Education in Richfield. Also, the present state of evolution in the profession of educational administration may preclude the use of a salary plan which institutionalizes team administration. For these reasons and others which are cited above, the third and recommended compensation plan was developed.

While Alternative Three may be short on conceptual framework, it is simple. It assumes that the base salary for any year should be established by adding the cost of living to the base for the previous year. The increments for outstanding performance would be a fixed percent of the salary for the present year. This amount plus the cost of living factor plus the current salary would equal the salary for the following year. A factor of 10 percent plus the cost of living is recommended. Also, the base should be increased one increment (10 percent) every third year regardless of the results of the performance review. In summary all administrators would get cost-of-living increases annually. Those deemed to be outstanding would receive an additional 10 percent increase. All administrators would receive at least one 10 percent increase in addition to the cost-of-living increases every three years.

The formula for the recommended compensation plan is:

Salary for following year = present salary + 10% (for administrators with good reviews) + cost of living factor.

This compensation plan , like all salary schemes, should be reviewed periodically. Certainly, it is no panacea for all of the salary problems in Richfield. Moreover, as observed in Part I of this report, it is important for the Richfield Board to maintain a competitive position as it attempts to recruit and retain able administrators. Therefore, it may be necessary to increase the magnitude of the increase if other districts move ahead of Richfield.

Finally, Alternative Three fails to establish base salaries for 1969-70. Since a review of administrative performance must be based upon an agreed upon description of duties, any review based on the position descriptions included in this report must be delayed until the Spring of 1970. Therefore, arbitrary bases must be established once more. The procedures used one year ago may offer the best promise for setting salaries for 1969-70.

APPENDIX A

SUGGESTED COMPENSATION POLICY
FOR
ADMINISTRATORS

SUGGESTED
COMPENSATION POLICY
FOR
ADMINISTRATORS

RICHFIELD PUBLIC SCHOOLS

IT IS THE POLICY OF THE RICHFIELD SCHOOL DISTRICT TO MAINTAIN AN ADMINISTRATOR COMPENSATION PLAN DESIGNED TO:

(1) Contribute to attainment of school district objectives and to the economic, social, and psychological satisfaction of all administrative personnel;

(2) Attract and retain administrative personnel capable of performing effectively in the positions to which they are assigned;

(3) Equal or exceed compensation levels in other school districts in the Twin Cities area;

(4) Compensate all administrative personnel equitably in proportion to the effectiveness with which they perform the services for which they are employed; and

(5) Relate compensation to the value of the work of the school district.

APPENDIX B

POSITION DESCRIPTIONS

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Superintendent of Schools
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: School Board

I. BASIC FUNCTION/PURPOSE OF POSITION

To serve as chief executive officer of the Richfield Public Schools, responsible for:

1. Coordination of the technical talents of the administrative and instructional staffs
2. The general administration of all educational programs, projects, and services
3. The general administration of all financial operations, physical resources, or other affairs of the school district
4. Advising and making recommendations to the school board with respect to these functions

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

Consistent with legal requirements and with high professional standards and within the limits of by-laws, regulations, and policies adopted by the school board, the superintendent is responsible for and has commensurate authority to accomplish the duties set forth below. He may delegate portions of his responsibilities together with proportionate authority for their fulfillment, but he may not delegate or relinquish any portion of his accountability for results.

1. To assure that the school board is kept fully informed on the conditions of the district's educational system and to assure effective communications between the school board and the employees of the district
2. To prepare the agenda and attend all board meetings and advise the board about important matters pertaining to the district
3. To develop and recommend to the school board the overall goals of the educational system as well as the specific objectives which support the school board's goals
4. To develop and recommend to the school board long-range plans consistent with population trends, cultural and social needs, and appropriate use of district physical and human resources
5. To see that all decisions of the school board are executed, implemented, and interpreted except where execution is otherwise specifically assigned by policy or action of the board

6. To see that sound plans of administrative and instructional personnel, organization, education programs and services are developed and maintained
7. To recommend to the school board:
   a. Administrative officers, supervisors and members of the instructional staff, as they are needed
   b. Principals for appointment, reappointment, and assignment with salaries in accordance with district policy
   c. Teachers for appointment, reappointment, and assignment, with salaries in accordance with district policy
   d. Nurses, stenographers, clerks, aides, and other non-certificated employees, as there is need for employment and in accordance with district personnel policies
8. To authorize, subject to action by the school board, the appointment, transfer, promotion, retirement, or release of the administrators of the district
9. To see that reasonable standards of performance are developed and maintained and to evaluate the performance of the instructional and administrative staffs in achieving the specific goals for which they are accountable
10. To prepare and submit to the school board for their approval, an annual budget showing by functional areas the appropriations necessary to meet the estimated needs of the ensuing year
11. To assign, direct ahd approve all purchases and expenditures within the limits of the detailed plan of estimated expenditures approved by the school board, making to the school board at any time such report of expenditures and revenues (in addition to the monthly financial report) as the board may request
12. To evaluate the various educational programs and extra-curricular activities of the school district and recommend to the board for approval additions, deletions or changes in programs, services and courses of study, and instructional materials to be used in the schools
13. To recommend to the board transfers of funds between budget accounts as conditions may require
14. To develop and maintain a program of communication designed to develop understanding and cooperation on the part of staff members, students, parents, and patrons for the objectives and services provided by the school district
15. To involve all personnel listed in Section V-3 in the development of district policies and procedures
16. To see that all funds, physical assets, and other property of the district are appropriately safe-guarded and administered
17. To have power to decide all matters of detail purely ministerial and managerial in character that may arise, concerning which no specific policy, rule or regulation is in effect
18. To represent the school district at local, regional, state and national levels

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national levels
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

The superintendent, as chief executive officer of the school district, has full authority to take any or all actions required to discharge the duties and responsibilities detailed in section two, limited only by specific policy, rule or regulation of the school board and by the laws and administrative regulations relating to Minnesota Public School Districts. The line of authority of the superintendent extends to all district employees.

V. RELATIONSHIPS WITH OTHERS

1. Line position
2. Is accountable to the school board
3. Is responsible for the direct supervision of the Assistant Superintendent for Administration and Personnel, Assistant Superintendent, for Curriculum and Instruction (until this position is filled the superintendent shall supervise directly the Director of Elementary Education, Director of Secondary Education, Director of Special Education and Coordinator of Special Programs), Director of Business Affairs, Director of Recreation, Administrative Assistant, and Secretary to the Superintendent
4. Is responsible for indirect supervision of all personnel working in the school district through the administrative personnel to whom direct supervision has been delegated

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Assistant Superintendnnt-Administration and Personnel
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Superintendent of Schools

I. BASIC FUNCTION/PURPOSE OF POSITION

To assist the Superintendent of Schools in the administration of the school district. To serve as chief personnel officer of the district--responsible for policy development, recruitment, coordination of selection and assignment, promotion and evaluation procedures, staff resignations, staff morale, personnel records, and salary deliberations for the professional and non-professional personnel employed by the school district.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. General Administration

1. To assist the Superintendent in daily administration and supervision of the school system.
2. To assist the Superintendent in the evaluation of:
    (a) the functioning of the school educational program
    (b) the various extra-curricular activities, programs, and services
3. To coordinate all public relations releases originating within the school district; i.e., bulletins, reports, news releases, etc.
4. To evaluate the performance of the district personnel for whom he is directly accountable so as to encourage improved performance
5. To assist the Superintendent in fiscal planning and budget construction
6. To assist the Superintendent in the assessment of physical plant needs
7. To conduct research studies as requested by the Superintendent
8. To function as executive officer to the Superintendent in all tasks related to superintendent-school board activity
9. To involve all personnel listed in Section V-3 in the development of district level policies and procedures
10. To make recommendations to the Superintendent on any matter that will improve the school district
11. To represent the Superintendent, as requested, at school functions and public meetings

B. Personnel Program
  1. Recruitment, Selection and Orientation
    (a) To develop policies and procedures for approval of the Superintendent and Board of Education to govern the recruitment, selection, and orientation of a professional and non-professional employee hired by the district
    (b) To manage the process of identifying personnel needs, to maintain position specifications in a current status, and to coordinate the recruiting, screening and filling of all professional and non-professional positions
  2. Assignment, Transfer, Promotion and Dismissal
    (a) To develop in conjunction with the Assistant Superintendent for Curriculum and Instruction and the Director of Business Affairs, plans, policies and procedures for the assignment, transfer, promotion and/or dismissal of employees
    (b) To evaluate any recommendations for assignment, transfer, promotion, or termination of either professional or non-professional personnel before referral to the Superintendent and the school board for final decision
  3. Evaluation
    (a) To develop plans, policies, and procedures for approval of the Superintendent and school board for the periodic evaluation of all district personnel
    (b) To administer the personnel evaluation program to serve best the interests of the educational program of the district
  4. In-Service Development of Personnel
    (a) To develop plans, policies, and procedures in conjunction with the Assistant Superintendent for Curriculum and Instruction and Director of Business Affairs for the in-service development of all persons employed by the district
    (b) To manage with the approval of the Superintendent and school board the total program of in-service development
  5. Wage and Salary Administration
    (a) To develop plans, policies, and procedures for approval of the Superintendent and school board for all wage, salary and fringe benefit programs of the district
    (b) To develop all personnel classification systems and correlate these with salary policies
    (c) To function as administrative representative on the school board negotiations team
    (d) To administer all employee contracts and to advise all other administrative officers of the district on contract requirements and administration, including grievance procedure administration
    (e) To administer the total wage, salary, and fringe benefit program for the district

6. Staff Morale
   To advise the Superintendent and school board on the improvement of working conditions which will enhance morale and performance of district personnel
7. Personnel Records
   To develop and maintain in a complete, accurate and secure manner all personnel records in accordance with the requirements of the school board and State of Minnesota
8. Research and Development
   (a) To conduct research on the district personnel program
   (b) To maintain familiarity with personnel research on a nationwide basis and to interpret such research as it may benefit the district
9. Special Assignments
   To perform such other duties or special assignments as may be delegated by the Superintendent

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national level
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To operate within the limits established by the personnel policies rules and regulations established by the school board
2. To implement new policies and programs of major change in previously established policies only after the approval of the superintendent
3. To approve expenditure requests submitted by subordinate units; i.e., TIES Coordinator, Publication-Resource, Building Principals (personnel requests), etc., within the approved budget framework

4. Line of authority is limited to immediate subordinates as listed in Section V
5. In the absence of the superintendent, he shall assume the superintendent's responsibilities and authority

V. RELATIONSHIPS WITH OTHERS

1. Line position
2. Accountable to the Superintendent of Schools
3. Responsible for the direct supervision of the TIES Coordinator, Publications-Resource Director, Athletic Director, Elementary and Secondary School Building Principals, (personnel matters only), and Secretary to the Assistant Superintendent
4. Maintains a staff relationship with the Assistant Superintendent for Curriculum and Instruction (on an interim basis with the Directors of Elementary Education, Secondary Education, Special Education and Coordinator of Special Programs) and Director of Business Affairs
5. Is responsible for indirect supervision of instructional staff, clerical, custodial, and food service personnel through the administration staff members to whom direct supervision has been delegated
6. May as required, give work direction to others to assure the effective functioning and coordination of all activities on the school district

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Director of Business Affairs
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Superintendent of Schools

I. BASIC FUNCTION/PURPOSE OF POSITION

To manage and coordinate the business affairs of the district in such a manner that they serve to contribute to effective education.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. General

1. To direct, supervise, coordinate, and evaluate the activities of the several components of the business division; i.e., accoun ing manager, food services supervisor, transportation dispatcher buildings and grounds supervisor, warehouse personnel, etc.
2. To define, in conjunction with the Assistant Superintendent for Administration and Personnel, the areas of accountability, delegation of authority, and work relations for the functional areas of the business division
3. To evaluate the performance of business personnel for whom he is directly accountable
4. To make recommendations to the Assistant Superintendent for Administration and Personnel in regard to the personnel requirements and needs of the business division
5. To develop plans, policies, and procedures in conjunction with the Assistant Superintendent for Administration and Personnel for the execution of an inservice development program for all supporting service personnel
6. To attend and participate in Superintendent's cabinet meetings
7. To involve all personnel listed in Section V-3 in the development of district level policies and procedures

B. Financing the Educational Program

To develop for the approval of the Superintendent and school board financial plans and projections required for securing funds necessary to operate the educational program

C. Budgeting for the Educational Program

1. To prepare with the assistance of instructional staff the operational and long-range school budget in terms of educational needs

2. To develop, plan, and maintain a system of budget reports as a basis for formulating policies and decisions and for budget control
3. To coordinate planning for adoption of program budgeting procedures

D. Accounting and Financial Management

1. To develop, evaluate, and administer procedures for maintaining the fiscal records of the district
2. To assure that proper financial accounting and internal audit procedures are utilized
3. To see that all district funds are properly safe-guarded
4. To plan, with the assistance of the TIES Coordinator, for the conversion of business record systems to computer-based systems
5. To maintain the debt retirement register
6. To develop and administer the payroll system in cooperation with the Assistant Superintendent for Administration and Personnel
7. To develop and administer with the approval of the Superintendent and school board a program of investments of surplus district funds
8. To develop and manage procedures for proper handling of all extra curricular fund accounts
9. To assure that all records are subject to an independent audit at the close of each fiscal year

E. Food Service Management

1. To develop, in cooperation with the supervision of food service and instructional administrators, the objectives and standards for the conduct of the school lunch program
2. To direct, with the assistance of the supervisor of food services, the operation of school food services by providing economical and satisfactory facilities and efficient management

F. Transportation

1. To develop objectives and plans for the effective and efficient operation of the school transportation program
2. To prepare detailed schedules of all bus routes
3. To plan and conduct training programs for bus drivers in areas of safety, proper vehicle maintenance, and passenger handling
4. To establish and maintain replacement and maintenance schedules for the school district vehicle fleet
5. To conduct the operation and maintenance of the district transportation program so that safe, economical, and comfortable transportation is available for children and staff
6. To plan and operate school parking facilities

G. Plant Operation and Maintenance

1. To develop and establish with the assistance of the Supervisor of Buildings and Grounds, suitable criteria and standards for maintenance of district physical facilities
2. To plan and direct a continuous program of preventative maintenance and replacement of equipment
3. To administer the plant operation and maintenance program in a manner to assure stewardship of the district's facilities and to safe-guard the program of education

H. Supply and Equipment Needs for the Educational Program

1. To develop objectives, policies, and procedures for acquisition, storage, and distribution of all supplies and equipment requisite to the needs of the educational program with due regard to existing law, economy, and efficiency
2. To prepare specifications, invitations and bids and to follow through on related procedures necessary for school board action in the purchase of supplies and equipment
3. To direct the purchase of materials and supplies in the stated quantity and of the required quality for delivery at the time desired and at the lowest practical cost, in accordance with the policies of the school board
4. To develop and maintain adequate stores inventory control procedures which will ensure maximum service at reasonable and practical cost
5. To direct the testing of purchased materials and supplies for compliance with specifications and performance standards, dealing directly with vendors to obtain adjustments when problems arise
6. To maintain adequate records of purchases, and to expedite shipments when they are overdue
7. To maintain an adequate directory of vendors and to receive all vendor representatives
8. To participate in the evaluation of surplus and obsolete materials and equipment carried in stores, and disposes of material as authorized by district policy
9. To develop and maintain procedures for properly accounting for all district property and equipment

I. School Building Planning and Construction

1. To assist in the planning of new school buildings and alterations and additions to existing buildings
2. To supervise the "clerk of the works" on building projects and coordinate the planning with the district architects after educational standards have been determined

J. Business Statistics and Research

1. To conduct statistical and research projects within the school district pertaining to business management functions

2. To interpret such research projects to the superintendent and school board in terms of educational accomplishments and needs

K. School-Community Relations

1. To provide the superintendent and school board with facts that help them in their relations with the public
2. To interpret the business area of educational programs to the public and to the educational staff

L. Special Assignments

To perform such other duties or special assignments as may be delegated by the Superintendent of Schools

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national levels
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions, and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To work within the policies, rules and regulations established by the school board and within the legal framework prescribed by the State of Minnesota
2. To manage the fiscal activities of the district within the budgetary limitations established by the school board
3. To approve expenditure requests submitted by subordinate units of the busines affairs division consistent with budget requirements
4. Line of authority is limited to immediate subordinates listed in Section V
5. To implement new policies and procedures of major change in current practice after the approval of the superintendent

V. RELATIONSHIPS WITH OTHERS

1. Staff position
2. Reports to and accountable to Superintendent of Schools
3. Responsible for the direct supervision of the accounting manager, supervisor of buildings and grounds, food service supervisor, transportation dispatcher, warehouse supervisor, and secretary to the director of business affairs
4. Is responsible for indirect supervision of business office clerical, custodial, cafeteria, transportation and related personnel through the business office staff officials to whom direct supervision has been delegated
5. Cooperates with instructional personnel; i.e., Assistant Superintendent for Curriculum and Instruction, the Directors of Elementary, Secondary, and Special Education and building administrators in developing desirable standards of supporting services
6. Maintains close relationship with TIES Coordinator re: development of computer-based business systems
7. Interprets the supporting service needs and requirements to the superintendent's cabinet

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Director of Elementary Education
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Assistant Superintendent for Curriculum Development and Instruction (Interim: Superintendent of Schools)

I. BASIC FUNCTION/PURPOSE OF POSITION

To support the Assistant Superintendent for Curriculum Development and Instruction in the establishment and administration of an operational plan for review and development of curriculum and instructional programs and materials in the elementary schools of the district. To evaluate the program requirements of the elementary schools and to plan and recommend program and service changes to meet the evolving requirements.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. General Administration:

1. To evaluate the administration, staff performance, curriculum, teaching methods and accomplishments within each elementary school of the district
2. To interpret policies, rules and regulations, established by the school board and superintendent for the guidance of all elementary school principals
3. To formulate policy and procedure decisions for the programs and curricula of the elementary schools with the approval of the school board and superintendent and to assure proper implementation by the elementary principals
4. To coordinate and give direction to continued research aimed at improving curriculum and instructional methods in the elementary schools of the district
5. To assist the Assistant Superintendents in defining the authorit and responsibility assigned to each elementary principal, curriculum specialist, and special staff personnel in the elementary schools
6. To coordinate and approve within the approved budget framework all requisitions for textbooks, school equipment, and instructional supplies for the elementary schools
7. To assist in the preparation of the budget as it relates to elementary school instructional supplies and equipment needed to achieve curriculum and instructional objectives
8. To make recommendations to the Assistant Superintendent for Curriculum Development and Instruction on any matter that will improve the Richfield elementary schools

9. To assist in planning and administering the summer school and after school program for the elementary schools
10. To advise and make recommendations on plant facilities required for elementary school instructional programs
11. To represent the school district at educational conferences in matters relating to elementary school curriculum and instruction
12. To attend and participate in meetings of the superintendent's cabinet
13. To keep informed on new developments in elementary school instruction and curriculum and to evaluate new concepts and teaching methods for possible use in the Richfield elementary schools
14. To participate in the selection, assignment, and promotion of elementary school professional personnel
15. To involve all personnel listed in Section V-3 in the development of district-wide policies and procedures.

B. Curriculum Development

1. To consult and advise with elementary school principals on matters related to curriculum and program development
2. To organize and conduct curriculum planning sessions with appropriate administrative and instructional personnel
3. To stimulate staff interest and understanding of new curriculum models and materials by arranging visitations, conferences, availability of printed and visual materials, etc.
4. To maintain balance, continuity, sequence, and articulation in the elementary school curriculum and instructional program in accordance with district policies

C. Improvement of Instruction

1. To plan and administer cooperatively with the Assistant Superintendent for Administration and Personnel, a program of instructional supervision
2. To give leadership and guidance to the elementary school principals in carrying out their responsibilities for teacher evaluation
3. To organize and direct in cooperation with the Director of Secondary Education the activities of the K-12 curriculum generalists and K-12 curriculum specialists
4. To assist in the planning and development of professional growth activities to strengthen the capabilities of the instructional staff of the elementary schools
5. To assume a liaison role between the building administrators and the central office on matters related to elementary school curriculum and instructional programs

D. School-Community Relations

To plan and coordinate a program of communication designed to develop understanding and cooperation for the objectives and programs of the secondary school system on the part of staff personnel, students and parents.

E. Special Assignments

To perform such other duties or special assignments as may be delegated by the Assistant Superintendent for Curriculum and Instruction.

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national levels
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To work within the policies, rules and regulations established by the school board and the Assistant Superintendent for Curriculum Development and Instruction
2. To approve expenditure reques for instructional supplies and equipment submitted by secondary school principals within the budget limits established by the school board
3. Line of authority is limited to subordinates listed in Section V
4. To implement new curriculum and instructional policies and procedures of major change from existing practice only after approval of the Assistant Superintendent for Curriculum Development and Instruction

V. RELATIONSHIPS WITH OTHERS

1. Line position (limited to matters of elementary school curriculum development and instructional program)
2. Reports to and is accountable to the Assistant Superintendent for Curriculum Development and Instruction (to Superintendent of Schools - interim)
3. Responsible for the direct supervision of curriculum generalist and specialists (joint with Director of Secondary Education), elementary school principals (on matters relating to curriculum development and instructional programming), and the secretary to the Director of Elementary Education
4. Is responsible for indirect supervision of all elementary school teaching staff and administrative personnel on matters of curriculum and instructional program through the respective elementary school principals to whom direct supervision has been delegated
5. Maintains staff relationship with Assistant Superintendent for Administration and Personnel in terms of instructional personnel requirements for the elementary schools; with the Directors of Special Education, Secondary Education and Business Affairs and Coordinator of Special Programs
6. Interprets the elementary school curriculum needs and requirements to the superintendent's cabinet
7. Maintains close liaison with Director of Special Education on matters relating to Special Education

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Director of Secondary Education
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Assistant Superintendent - Curriculum Development and Instruction (Interim: Superintendent of Schools)

I. BASIC FUNCTION/PURPOSE OF THE POSITION

To support the Assistant Superintendent for Curriculum Development and Instruction in the establishment and administration of an operational plan for continuous curriculum development and instructional program improvement in the secondary schools of the district. To evaluate the program requirements of the secondary schools and the plan and recommend program and service changes to meet the evolving requirements.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. General Administration

1. To evaluate the administration, staff performance, curriculum, teaching methods and accomplishments within each secondary school of the district
2. To interpret policies, rules and regulations established by the school board and superintendent for the guidance of all secondary school principals
3. To formulate major policy and procedure decisions for the programs and curricula of secondary schools with the approval of the superintendent and school board and to assure proper implementation by secondary school principals
4. To coordinate and give direction to continued research aimed at improving curriculum and instructional methods throughout the secondary schools
5. To assist the Assistant Superintendent in defining the authority and responsibility assigned to each principal, curriculum specialist, and special staff personnel in the secondrry schools to enhance achievement of program objectives
6. To assist in the preparation of the budget as it relates to secondary schools instructional supplies and equipment needed to achieve curriculum and instructional objectives
7. To coordinate and approve within the approved budget framework all requisitions for textbooks, school equipment, and instructional supplies for the secondary schools
8. To make recommendations to the Assistant Superintendent for Curriculum Development and Instruction on any matter that will improve the Richfield secondary schools

9. To assist in planning and administering the summer school program for the secondary schools
10. To advise and make recommendations on plant facilities required for secondary school instructional programs
11. To represent the school district at educational conferences in matters relating to secondary school curriculum and instruction
12. To attend and participate in meetings of the superintendent's cabinet
13. To keep informed on new developments in seconday school instruction and curriculum and to evaluate new concepts and teaching methods for possible use in the Richfield secondary schools
14. To participate in the selection, assignment, and promotion of secondary professional personnel
15. To involve all personnel listed in Section V-3 in the development of district-wide policies and procedures

B. Curriculum Development
   1. To consult and advise with secondary school principals on matters related to curriculum and program development
   2. To organize and conduct curriculum planning sessions with appropriate administrative and instructional personnel
   3. To plan and conduct summer curriculum writing team activities
   4. To stimulate staff interest and understanding of new secondary curriculum models and materials by arranging visitations, conferences, availability of printed and visual materials, etc.
   5. To maintain balance, continuity, sequence, articulation in the secondary curriculum and instructional program accordance with district policies

C. Improvement of Instruction
   1. To plan and administer cooperatively with the Assistant Superintendent for Administration and Personnel a program of instructional supervision
   2. To give leadership and guidance to secondary school principals in carrying out their responsibilities for teacher evaluation
   3. To organize and direct in cooperation with the Director of Elementary Education the activities of the K-12 curriculum generalist and K-12 curriculum specialists
   4. To assist in the planning and development of professional growth activities to strengthen the capabilities of the instructional staff of the secondary schools
   5. To assume a liaison role between building administrators and the central office on matters relating to secondary school curriculum and instructional programs

D. School-Community Relations

To plan and coordinate a program of communication designed to develop understanding and cooperation for the objectives and programs of the secondary school system on the part of staff personnel, students and parents.

E. Special Assignments

To perform such other duties or special assignments as may be delegated by the Assistant Superintendent for Curriculum and Instruction.

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national levels
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To work within the policies, rules and regulations established by the school board and the Assistant Superintendent for Curriculum Development and Instruction
2. To approve expenditure reques for instructional supplies and equipment submitted by secondary school principals within the budget limits established by the school board
3. Line of authority is limited to subordinates listed in Section V
4. To implement new curriculum and instructional policies and procedures of major change from existing practice only after approval of the Assistant Superintendent for Curriculum Development and Instruction

V. RELATIONSHIPS WITH OTHERS

1. Line position (limited to matters of secondary school curriculum development and instructional program)
2. Reports to and is accountable to the Assistant Superintendent for Curriculum Development and Instruction (to Superintendent of Schools interim)
3. Responsible for the direct supervision of curriculum generalist and specialists (joint with Director of Elementary Education), secondary school principals (on matters relating to curriculum development and instructional programming), and the secretary to the Director of Secondary Education
4. Is responsible for indirect supervision of all secondary school teaching staff and administrative personnel on matters of curriculum and instructional program through the respective secondary school principals to whom direct supervision has been delegated
5. Maintains staff relationship with Assistant Superintendent for Administration and Personnel in terms of instructional personnel requirements for the secondary schools; with the TIES Coordinator re: computer-based secondary school programs and with the Directors of Elementary Education, Business Affairs and Special Education and Coordinator of Special Programs
5. Interprets the secondary school curriculum needs and requirements to the superintendent's cabinet

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Director of Special Education
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Assistant Superintendent for Curriculum Development and Instruction (Interim: Superintendent of Schools)

I. BASIC FUNCTION/PURPOSE OF THE POSITION

To support the Assistant Superintendent for Curriculum Development and Instruction in the establishment and administration of an operational plan for review and development of special education services and programs designed to meet the needs of students at all grade levels in the district; to direct and give leadership to the educational program and services related to each instructional specialization defined by district policy as special education; to evaluate special education program requirements and to plan and recommend program and service changes to meet evolving requirements.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

1. To provide for effective organization and administration of special education programs within and amongst school districts in accordance with established local, state and federal policies, rules and regulations
2. To develop and maintain close working relationships with the Directors of Elementary and Secondary Education and building principals at the elementary and secondary levels to assure their participation in developing and coordinating special education services with the established educational program
3. To inform the Directors and school principals in advance of policy or procedure changes in programs or schedules for atypical students which may affect or influence other phases of the school program
4. To provide essential administrative support for handicapped students by developing and administering a program of student placement, referral and follow-up
5. To assist in the preparation of the budget as it relates to the personnel, instructional supplies, and equipment needed to achieve the special education program objectives
6. To administer within the approved budget framework all requisitions for textbooks, school equipment and instructional supplies for the special education programs and services
7. To keep informed on new developments in special education curriculum and instruction and to evaluate new concepts and teaching methods for possible use in the Richfield special education program

8. To plan and administer cooperatively with the Assistant Superintendent for Administration and Personnel a program of instructional supervision and professional growth for special education professional staff
9. To give leadership and guidance to the elementary and secondary school principals in carrying out their responsibilities for teacher evaluation
10. To plan, execute, and evaluate a plan for special education curriculum development and experimentation
11. To counsel and assist special education personnel in planning and executing the services they provide for handicapped students
12. To assure appropriate use of psycho-educational and other diagnostic procedures
13. To aid the Assistant Superintendent for Administration and Personnel in the selection and assignment of professional personnel required to meet the objectives of the special education program
14. To establish and clarify the working policies and methods to be followed in the provision of the various special education services and programs for the information and guidance of administrative and instructional staffs and the public
15. To prepare descriptive material for the information of teachers and parents concerning the nature and purposes of the various special education programs and services
16. To evaluate the methods used and individual performance of all professional staff members assigned to special education programs and services to guide and improve performance
17. To advise and make recommendations on plant facilities required for special education programs and services
18. To represent the school district at educational conferences in matters relating to special education
19. To attend and participate in meetings of the superintendent's cabinet
20. To coordinate and conduct a continuous research program aimed at improving curriculum, methodology and programs of special education in the district
21. To make recommendations to the Assistant Superintendent for Curriculum and Instruction on any matter that will improve the Special Education program of the Richfield schools
22. To involve all personnel listed in Section V-3 in the development of district-wide policies and procedures
23. To perform such other duties and special assignments as may be delegated by the Assistant Superintendent for Curriculum and Instruction

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national levels

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3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To work within the policies, rules and regulations established by the school board and superintendent
2. To approve expenditure requests within approved budget limits for instructional supplies and equipment submitted by special education staff
3. Line authority limited to subordinates listed in Section V
4. To implement new policies and programs of major change in existing practice only after approval of the Assistant Superintendent for Curriculum Development and Instruction

V. RELATIONSHIPS WITH OTHERS

1. Line position (limited to matters of curriculum development and instructional programming for special education)
2. Reports to and is accountable to the Assistant Superintendent for Curriculum Development and Instruction (to Supt. of Schools-interim)
3. Responsible for the direct supervision of speech correctionists, psychologists, SLD coordinator and resource teachers, tutors, home and hospital instructors, vocational rehabilitation programs (where children are placed in other districts); and the secretary to the Director of Special Education
4. Is responsible for indirect supervision of all other special education instructional staff, i.e., special class teachers, etc., through the respective building administrators to whom direct supervision has been delegated
5. Maintains close liaison with directors of Elementary and Secondary Education, all principals, Coordinator of Special Programs, Director of Business Affairs, and Curriculum specialists

6. Maintains staff relationship to Assistant Superintendent for Administration and Personnel in regard to personnel requirements for special education programs and services
7. Coordinates all special education programs closely with guidance and counseling services, school nursing, and other related programs and services
8. Interprets the special education program and service needs and requirements to the Superintendent's cabinet

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Coordinator of Special Programs
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Assistant Superintendent for Curriculum Development and Instruction (Interim: Superintendent of Schools)

I. BASIC FUNCTION/PURPOSE OF POSITION

To direct and coordinate the programs in adult (continuing education), summer schools, vocational education (evening programs), cooperative part-time training programs in distributive, office, and trade and industrial education and college and/or university extension.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. General Administration

1. To interpret policies, rules and regulations established by the school board and administration for the guidance of all staff responsible fo special programs area
2. To coordinate and give direction to continued research aimed at improving the curriculum, methodology, programs and services assigned to special programs
3. To formulate policy and procedure methods for special programs with approval of the Assistant Superintendent for Curriculum Development and Instruction
4. To coordinate and approve within the approved budget framework all requisitions for textbooks, school equipment, and instructional supplies needed to achieve the objectives of the respective special program
5. To assist in the preparation of the budget as it relates to the needs and requirements of all special program areas
6. To advise and make recommendations on plant facilities required for special program implementation
7. To represent the school district at educational conferences in matters relating to areas of program responsibility
8. To attend and participate in meetings of the superintendent's cabinet
9. To keep informed on new developments in adult education, vocational education, summer schools, and college and university extension programming and to evaluate new concepts and programs for possible use in the Richfield schools
10. To assist the Assistant Superintendent for Administration and Personnel on the selection, assignment, evaluation and retention/dismissal of all instructional personnel required for special program operations

11. To involve all personnel listed in Section V-3 in the development of district level policies and procedures
12. To perform such other duties and responsibilities as may be delegated by the Assistant Superintendent for Curriculum and Instruction

B. Adult (Continuing Education)
1. To plan, coordinate, and give leadership to curriculum development and program in adult education
2. To plan in cooperation with appropriate staff members the program, policies, goals, philosophy, and objectives for the various curricular areas represented in the program

C. Summer Schools

To coordinate the planning and development and to administer the elementary and secondary summer school programs of the districts.

D. Vocational Education
1. To plan and give leadership to the curriculum development in the part-time occupational training program, and various work experience programs
2. To coordinate various occupational and work-experience programs with the total secondary school curriculum
3. To plan and direct a continuing education program for training adults in vocational areas

E. Off-Campus Extension Courses

To plan and give leadership to the development and implementation of a cooperative program of university and/or college credit courses to meet the needs and requirements of teaching and administrative staffs and other interested patrons.

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local district, regional and national levels
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To work within the policies, rules and regulations established by the school board and the district administration
2. To approve expenditure requests for instructional supplies and equipment relating to special program requirements and within the established budget limits
3. Line authority limited to subordinates listed in Section V, to implement new curriculum and instructional policies and procedures of major change from existing practice only after approval of the Assistant Superintendent for Curriculum Development and Instruction

V. RELATIONSHIPS WITH OTHERS

1. Line position
2. Reports to and is accountable to the Assistant Superintendent for Curriculum Development and Instruction
3. Responsible for the direct supervision of all professional and non-professional personnel required to staff the adult education, summer school, cooperative part-time training programs, extension, and adult vocational education programs
4. Maintain staff relationship with the Assistant Superintendent for Administration and Personnel in terms of personnel requirements for special program areas, with the Directors of Elementary and Secondary Education re: summer school programs and extension offerings and with the secondary school principal and counselors in regard to vocational education programs
5. Plans and coordinates an overall program of communication designed to develop understanding and cooperation for each program area on the part of school staff, students, parents, and patrons in the community

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: TIES Coordinator
DEPARTMENT/UNIT: District Administration
ACCOUNTABLE TO: Assistant Superintendent for Administration and Personnel

I. BASIC FUNCTION/PURPOSE OF POSITION

To provide, through the TIES Program, all the computer services for the Richfield School District; to serve as the communication link between TIES personnel and district personnel using computer services; to advise district personnel concerning the establishment of new or revised systems and procedures concerned with administrative and instructional uses of computers.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. Data and Information Handling
  1. To develop and recommend to the district administration policies, plans, and procedures for creation of data files, standards for quantity and quality of data, distribution of output, scheduling of input and output data, new application phase-ins and conversion phasing, and training for personnel handling and preparing data
  2. To interpret the data and information handling policies and procedures established by the district and to assist the Assistant Superintendent for Administration of Personnel in following through to assure proper implementation and execution by district personnel

B. Data and Information Utilization
  1. To advise district personnel in the interpretation of output data
  2. To assist in designing input and output procedures to achieve maximum efficiency and utilization by users
  3. To assist in identifying input and output information to achieve maximum efficiency and utilization by district personnel

C. Terminal Equipment Operation
  1. To supervise the use and operation of all computer terminal equipment
  2. To plan, organize, and implement a training program for computer terminal operators
  3. To assist in the recruitment, retention, supervision, and evaluation of all district technical personnel involved in terminal operation

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D. TIES and In-District Communication
   1. To represent the Richfield district's requirements, needs, and interests to TIES Program personnel
   2. To inform all Richfield personnel of all possible applications of TIES Computer services
   3. To attend and participate in all Superintendent's cabinet meetings
   4. To make recommendations to the district administration on any matter concerned with administrative and instructional uses of computers
   5. To consult with district staff and encourage the appropriate use of computer services

E. In-Service Education
   1. To develop and implement a program for maintenance of administrator awareness of computer applications for administration
   2. To develop and implement a program for maintenance of instructional personnel awareness of computer application in curriculum and instruction
   3. To develop and implement an appropriate in-service program to train clerical, teaching, and administrative personnel in the proper utilization and operation of the appropriate systems (TIES) of information processing

F. New Developments in Computer Applications
   1. To keep informed on new developments in educational applications of the computer and to recommend effective use of information and technology in both administrative and instrutional phases
   2. To encourage the optimum identification and use of computer applications through regular communications with district personnel

G. Other Assignments
   1. To attend and participate in all superintendent's cabinet meetings
   2. To interpret TIES policies and programs to the district administrative staff
   3. To represent the school district at educational conferences in matters relating to computer applications in education
   4. To plan and coordinate a program of communication designed to develop awareness and understanding of computer technology on the part of staff personnel, students, and parents
   5. To perform such other duties or special assignments as may be delegated by the Assistant Superintendent for Administration and Personnel

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through reading of journals and books
2. To attend educational meetings, seminars and workshops, on local, district, regional and national levels
3. To visit schools with innovative and exemplary programs on a local district, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To work within the policies, rules and regulations established by the school board and administration for participation in the TIES Program
2. To coordinate the implementation of new computer procedures and applications only after approval of the Assistant Superintendent for Administration and Personnel

V. RELATIONSHIPS WITH OTHERS

1. Staff positions
2. Reports to and is accountable to the Assistant Superintendent for Administration and Personnel; serves as a resource/counsultant to all district personnel in matters relating to computer utilization
3. Provides indirect supervision to district personnel in their use of computer services through the administrators to whom direct supervision has been delegated
4. Communicates through the Assistant Superintendent for Administration and Personnel in formal relationships with line administrators and staff personnel

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Elementary School Principal
DEPARTMENT/UNIT: Elementary Education
ACCOUNTABLE TO: (1) Director of Elementary Education for all matters pertaining to curriculum; (2) Assistant Superintendent for all matters pertaining to personnel

I. BASIC FUNCTION/PURPOSE OF THE POSITION

The elementary school principal is the recognized head of a school. He is responsible for the efficient operation of the school under his direction and is expected to strive constantly to achieve and maintain the best possible educational program and environment for learning. He is responsible for implementing the policies of the district in his school.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Policy Development and Decision Making
    - a. To attend meetings as scheduled by the superintendent, assistand superintendent and the director of elementary education
    - b. To serve on district committees to study policy questions, recommend policy revision, and to formulate and recommend new policies
    - c. To advise central office administrators of the strengths and weaknesses of present policies and the need for additional policies
    - d. To involve teachers and students in the development of building level policies
    - e. To communicate and interpret district and building policies to teachers, parent and students
2. Personnel Administration
    - a. Professional personnel
        - (1) To advise the director of elementary education and the assistant superintendent of staff needs
        - (2) To participate in the recruitment, employment, assignment, promotion and dismissal of teachers
        - (3) To orient new teachers
        - (4) To schedule and conduct staff meetings
        - (5) To maintain morale on the teaching staff within the limit of authority
        - (6) To arbitrate disputes between staff members
        - (7) To acquaint the staff with their duties and responsibilitie
        - (8) To organize and direct the work of advisory groups and committees as needed

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- b. Student personnel
    - (1) To assign students to regular classes
    - (2) To provide for the health, safety and welfare of the students at all times
    - (3) To maintain student discipline in the building, on the school grounds, and at all school events
    - (4) To maintain student records according to district policy
    - (5) To assign a supervisor to the safety patrol
- c. Non-instructional Personnel
    - (1) To supervise the work of the office staff
    - (2) To supervise the school nurse

3. Supervision of Instruction
    - a. To supervise the distribution of instructional equipment and supplies
    - b. To participate in establishing an instructional equipment and supply budget for the building
    - c. To coordinate the services of special teachers
    - d. To direct the testing program in cooperation with teachers and psychologists
    - e. To prepare daily and long-range schedules for regular and special teachers
    - f. To schedule space for special events and for use by regular and special teachers
    - g. To work with other administrators in the horizontal and vertical articulation of the educational program
    - h. To hold individual and group conferences and classroom visitations with teachers for the improvement of instruction and morale
    - i. To serve on district curricular committees
    - j. To prepare an annual evaluation report for each employee who is supervised by the principal as directed by the assistant superintendent
    - k. To encourage continued professional growth of teachers by recommending reading material, institutes, conferences and workshops
    - l. To help plan and direct the pre-school and other workshops for teachers
4. Plant and Office Management
    - a. To inspect the building regularly and report need for care, maintenance, safety and security
    - b. To cooperate in issuing building use permits
    - c. To prepare reports as requested by those to whom accountable
    - d. To maintain inventory of instructional equipment as established by district policy
    - e. To supervise the collection, handling, and reporting of school money
    - f. To recommend summer and vacation work projects for the improvement of the building and grounds

5. School-Community Relations
    a. To supervise the development of school bulletins and handbooks
    b. To participate in parent conferences as needed
    c. To participate in the local PTA, service clubs and other community affairs
    d. To encourage publicity of school activities according to district policy
    e. To assist in district efforts to explain the strengths and needs of the schools
    f. To facilitate community use of the schools as established by district policy
    e. To maintain liaison with community law and other enforement and welfare agencies
6. Special Assignments

    To perform such other duties or special assignments as may be delegated by the Director of Elementary Education and the Assistant Superintendent.

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through the reading of journals and books
2. To attend educational meetings, seminars and workshops on the local district, regional and national levels
3. To visit schools with innovative and exemplary programs at the local, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active and participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To operate within budget limits
2. To maintain a school consistent with state law and school district policy
3. To promulgate and enforce reasonable rules pertaining to the conduct of students and teachers, providing such rules are not in conflict with written district policies

V. RELATIONSHIPS WITH OTHERS

1. Line relationship to the Director of Elementary Education for all matters pertaining to curriculum
2. Line relationship to the Assistant Superintendent for all matters pertaining to personnel
3. Maintain class liaison with the Director of Special Education for all matters pertaining to Special Education
4. Daily work direction to the office staff
5. Maintain close liaison with the chief custodian, head of the cafeteria staff, and district curriculum specialists
6. Maintain liaison with Director of Business Affairs

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Secondary School Principal
DEPARTMENT/UNIT: Secondary Education
ACCOUNTABLE TO: (1) Director of Secondary Education for all matters pertaining to curriculum,; and
(2) Assistant Superintendent for all matters pertaining

I. BASIC FUNCTION/PURPOSE OF THE POSITION

The secondary school principal is the recognized head of a school. He is responsible for the efficient operation of the school under his direction and is expected to strive constantly to achieve and maintain the best possible educational program and environment for learning. He is responsible for implementing the policies of the district in his school.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Policy Development and Decision Making
    a. To attend meetings as scheduled by the Superintendent, Assistant Superintendent and the Director of Secondary Education
    b. To serve on district committees to study policy questions, recommend policy revision, and to formulate and recommend new policies
    c. To advise central office administrators of the strengths and weaknesses of present policies and the need for additional ones
    d. To involve teachers and students in the development of building-level policies
    e. To communicate and interpret district and building policies to teachers, parents and students
2. Personnel Administration
    a. Professional Personnel
        (1) To advise the Director of Secondary Education and the Assistant Superintendent of staff needs
        (2) To participate in the recruitment, employment, assignment, promotion and dismissal of teachers
        (3) To participate in the recuritment, employment, assignment, promotion and dismissal of co-curricular faculty
        (4) To orient new teachers
        (5) To schedule and conduct staff meetings

(6) To recommend the appointment of building department chairmen and help define such positions
(7) To recommend the appointment of assistant principal(s) and define his (their) responsibilities
(8) To maintain morale on the teaching staff within the limits of authority
(9) To arbitrate disputes between staff members
(10) To acquaint the staff with their duties and responsibilitie
(11) To organize and direct the work of advisory groups, council and committees as needed

b. Student Personnel
(1) To organize and supervise registration, scheduling, programming, attendance, grade reports, guidance records, and district, state and national reports
(2) To provide for the health, safety and welfare of the students at all times
(3) To maintain student discipline in the building, on the school grounds, and at all school events
(4) To supervise and direct a student orientation and registration program for new students
(5) To supervise the student health program including the reporting of accidents

c. Non-instructional Staff
(1) To supervise the work of the office staff
(2) To supervise the school health personnel

3. Supervision of Instruction
a. To supervise the procurement and distribution of instructional equipment and supplies
b. To participate in establishing an instructional equipment and supply budget for the building
c. To supervise the guidance and counseling services and the school testing program
d. To coodinate and supervise student assemblies
e. To administer the co-curricular program

f. To work with other administrators in the horizontal and vertical articulation of the educational program
g. To hold individual and group conferences and classroom visitati with teachers for the improvement of instruction and morale
h. To serve on district curricular committees
i. To prepare an annual evaluation report for each employee who is supervised by the principal as directed by the Assistant Superintendent
k. To help plan and direct the pre-school and other workshop for teachers
l. To evaluate and make recommendations to the Assistant Superintendent pertaining to the athletic program

4. Plant and Office Management
a. To inspect the building regularly and report need for care, maintenance, safety and security

  - b. To cooperate in issuing building use permits
  - c. To prepare reports as requested by those to whom accountable
  - d. To maintain inventory of instructional equipment as established by district policy
  - e. To assign supervisors as required for functioning of the educational program
  - f. To supervise the collection, handling and reporting of school money
  - g. To plan and recommend summer and vacation work projects for the improvement of the building and grounds

5. School-Community Relations
   - a. To supervise the development of school bulletins and handbooks
   - b. To participate in parent conferences as needed
   - c. To participate actively in the local PTA, service clubs and lay advisory and citizens groups
   - d. To encourage publicity of school activity according to district policy
   - e. To assist in district efforts to explain the strengths and needs of the schools
   - f. To facilitate community use of the school as established by district policy
   - g. To maintain liaison with community law and other enforcement and welfare agencies
6. Special Assignments

   To perform such other duties or special assignments as may be delegated by the Director of Secondary Education and the Assistant Superintendent.

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through the reading of journals and books
2. To attend educational meetings, seminars, and workshops on the local district, regional and national levels
3. To visit schools with innovative and exemplary programs at the local, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active and participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

1. To operate within budget limits
2. To maintain a school consistent with state law and school district policy
3. To promulgate and enforce reasonable rules pertaining to the conduct of students and teachers, providing such rules are not in conflict with written district policies

V. RELATIONSHIPS WITH OTHERS

1. Line relationship to the Director of Secondary Education for all matters pertaining to curriculum
2. Line relationship to the Assistant Superintendent for all matters pertaining to personnel
3. Maintain class liaison with the Director of Special Education for all matters pertaining to special education
4. Daily work direction to the office staff
5. Line relationship to the assistant principals, librarians, counselor teachers and nurses
6. Maintain close liaison with the chief custodian, head of the cafeteria staff, Director of Business Affairs, athletic director and district curriculum specialists

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE: Assistant High School Principal
DEPARTMENT/UNIT: Secondary Education
ACCOUNTABLE TO: High School Principal

I. BASIC FUNCTION/PURPOSE OF THE POSITION

To assist the principal in administering the senior high school program so as to achieve the best possible opportunities for student educational and personal development.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

(Two assistant principals perform these duties. In some instances they share responsibilities and in others they work independentally. The principal is responsible for assigning duties to assistant principals.)

1. To evaluate the teaching methods, performance, and achievement of certificated personnel in departments as assigned by the principal
2. To assist the principal in developing and implementing a philosophy of education and administration which incourages a feeling of participation and enthusiasm on the part of all staff members
3. To supervise certain office activities as assigned by the principal
4. To represent the principal at professional and community meetings as assigned by the principal
5. To participate in the creation of policies and rules pertaining to pupil conduct and applying such policies and rules to one grade level as assigned by the principal
6. To supervise student registration
7. To build the master schedule
8. To coordinate data processing procedures for the high school
9. To supervise attendance procedures
10. To work with the athletic director and the principal in planning and executing the supervision of students at athletic events
11. To supervise extra curricular activities as assigned by the principal
12. To assist the principal in his work with class advisors in class activities
13. To assist the principal in commencement exercises
14. To work with the principal and others designated by him to involve students and teachers in the development of building level policies
15. To schedule lunchroom monitors
16. To assume responsibility in the school when the principal is absent or sharing responsibilities with the other assistant principal as directed by the principal

17. To make recommendations to the principal on any matter which may improve the quality and/or functions of the Richfield High School
18. To assist in the employment of teachers
19. To maintain liaison with community law and other enforcement and welfare agencies as directed by the principal
20. To perform such other duties or special assignments as may be delegated by the High School Principal

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through the reading of journals and books
2. To attend educational meetings, seminars, and workshops on the local district, regional and national levels
3. To visit schools with innovative and exemplary purposes at the local, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active and participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

Authority as delegated by the principal

V. RELATIONSHIPS WITH OTHERS

1. Line relationship with the principal
2. Line relationship to teachers as specifically delegated by the principal

RICHFIELD PUBLIC SCHOOLS
POSITION DESCRIPTION

POSITION TITLE:	Assistant Junior High School Principal
DEPARTMENT/UNIT:	Secondary Education
ACCOUNTABLE TO:	Junior High School Principal

I. BASIC FUNCTION/PURPOSE OF THE POSITION

To assist the principal in administering the junior high school program so as to achieve the best possible opportunities for student educational and personal development

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

1. To supervise student control procedures
2. To maintain liaison with local law enforcement and welfare agencies as required
3. To supervise pupil personnel services, including counseling, registration, accounting and attendance
4. To supervise extra-curricular activities of the school
5. To coordinate the services of special teachers and department, such as speech correction, psychological services, health services, homebound institution library services, and special education classes
6. To assist in the selection of teachers
7. To assist the principal in the public relations program
8. To assist the principal in observing, conferring with, and counseling all certified staff members
9. To assist the principal in the in-service education program
10. To assist the principal in evaluating the curriculum and making recommendations for improvement
11. To assist the principal in carrying out the policies of the school district
12. To assume responsibility for the school in the absence of the principal
13. To attend appropriate meetings and conferences as a representative of the junior high school
14. To develop the master schedule
15. To coordinate data processing for the school
16. To orient substitute teachers
17. To maintain inventory of school equipment and textbooks
18. To perform such other duties or special assignments as may be delegated by the Junior High School Principal

III. PROFESSIONAL GROWTH AND DEVELOPMENT

1. To keep informed on current trends in education through the reading of journals and books
2. To attend educational meetings, seminars and workshops on the local regional and national levels
3. To visit schools with innovative and exemplary programs at the local, regional and national level
4. To continue professional development through attendance of workshops, conventions and/or other professional in-service training
5. To maintain active and participating membership in professional societies
6. To prepare materials for publication
7. To redefine position content consistent with the evolving nature of relationships within the district

IV. LIMITS OF AUTHORITY

Authority is delegated by the principal

V. RELATIONSHIPS WITH OTHERS

1. Line relationship with the principal
2. Line relationship to teachers as specifically delegated by the principal

APPENDIX C

ADMINISTRATOR'S PERFORMANCE REVIEW

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATOR'S PERFORMANCE REVIEW

NAME________________________ POSITION ________________________

DEPARTMENT/UNIT ____

APPRAISAL PERIOD: FROM________________ THROUGH ______________________

ACCOUNTABLE TO: ____

DIRECTIONS:

List the primary tasks, duties, and reponsibilities of the administrative position in the space below. Any alteration from the approved position description should be noted. The administrator's whose performance is reviewed should rate himself on each task in the space under "Administrator Self-Rating". The administrator or supervisor to whom the reviewer is directly accountable must then rate the reviewee on each task/responsibility, complete the performance review summary and recommendation, discuss the rating and recommendation with the administrator reviewed and forward to the Assistant Superintendent for personnel.

1. TASKS, DUTIES, & RESPONSIBILITIES	Reviewee		Reviewer	
	Check Performance Level			
	Outstanding	Needs Improvement	Outstanding	Needs Improvement

2. PERFORMANCE REVIEW SUMMARY:

a. Record Areas of Strength and Outstanding Performance

b. Record Areas in Need of Improvement:

c. Record Specific Recommendations for Improvement Goals/Programs:

3. EVALUATION SUMMARY AND RECOMMENDATION:

Summary Comments:

b. Recommendation for Outstanding Performance Compensation: ☐ YES ☐ NO

c. Signature of Reviewer____________________ POSITION _______________

d. Signature of Administrator Being Reviewed: I certify that this performance review has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Signature: ________________________ Date:____________________

4. Signature of Assistant Superintendent for Personnel:

____

Comments:

5. Approved by:______________________________________
Superintendent

____
Date

APPENDIX D

GENERAL ADMINISTRATIVE ABILITY REVIEW

RICHFIELD PUBLIC SCHOOLS

GENERAL ADMINISTRATIVE ABILITY REVIEW

NAME____________________________________POSITION____________________

SCHOOL OR OFFICE____

REVIEW PERIOD FROM ____________ TO ______________.

REVIEWER____________________________________POSITION____________________

INSTRUCTIONS FOR REVIEWER:

For each factor below, you are asked to rate the person on several elements and then to describe in your own words his strong points and weaknesses. Base your ratings on your own first-hand knowledge. If you know only what you have heard from others, check the Don't know column.

---

1. EFFECTIVENESS WITH PEOPLE

Indicate to what extent each of the eight elements below is true of him. Mark and "X" after each element in the appropriate column.

	Almost always true of him	True of him in the great majority of cases	True of him in the majority of cases	More false than true of him	Not true of him	Don't Know
1. Represents his organization effectively at all appropriate levels.						
2. Is able to gain the confidence of his superiors.						
3. His decisions on human relations problems promote morale and productivity.						
4. His decisions on whom to assign to which jobs result in the optimal utilization of employee abilities.						
5. Doesn't like "yes men" as subordinates.						
6. Gets the full cooperation of other units.						
7. Is able to deal effectively even with people who are opposed to him.						
8. Gets people who work for him to want to do their best.						

	Outstanding	Very satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
Overall, how effective would he be in DEALING WITH PEOPLE in the performance of his duties?					

Describe in _your own words_ his strong points in dealing with people. (Indicate the kinds of individuals and groups with whom he is most effective.)

On which aspects of dealing with people does he show the _least_ strength?

2. DECISION-MAKING ABILITY

Indicate to what extent each of the nine elements below is true of him. Mark an "X" after each element in the appropriate column.

Elements	Almost always true of him	True of him in the great majority of cases	True of him in the majority of cases	More false than true of him	Not true of him	Don't know
1. Anticipates how people will react to his decisions and proposals.						
2. Absorbs new data and concepts quickly.						
3. First gets the facts, then decides.						
4. His decisions on the organization of his unit promote coordination and efficiency.						
5. Changes his program and methods in order to keep up with current needs and developments.						
6. His decisions on technical problems keep in mind the latest developments.						
7. Broad-gaged in his approach to problems.						
8. Spots the key parts of complex problems - doesn't get lost on minor points.						
9. Effective in thinking of new approaches to problems.						
	Outstanding	Very satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory	
Overall, how effective would he be in Making Decisions?						

Describe in your own words his strong points relating to decision-making. (Indicate the kinds of decisions and the aspects of decision-making, e.g., dealing with facts, people, immediate vs. long-range problems, in which he is most effective.)

On which aspects of decision-making does he show the least strength?

3. PERSONAL CHARACTERISTICS

Indicate to what extent each of the eight elements below is true of him. Mark an "X" after each element in the appropriate column.

Elements	Almost always true of him	True of him in the great majority of cases	True of him in the majority of cases	More false than true of him	Not true of him	Don't know
1. Objective in considering divergent and new points of view.						
2. Flexible in his approach to problems.						
3. Reliable - you can depend on what he says.						
4. Accepts responsibility; doesn't pass the buck.						
5. Adjusts easily to new situations, problems and methods.						
6. Keeps his head in an emergency.						
7. When thiags go wrong he workds to fix them instead of making excuses.						
8. Would give an honest report on a problem even if it would hurt him personally.						

	Outstanding	Very Satisfactory	Satisfactory	Less than Satisfactory	Unsatisfactory	
Overall, what is your evaluation of his Personal Characteristics?						

Describe in your own words his strong points on the above list of personal characteristics, or others which are significant for this position.

On which personal characteristics or other significant ones does he show the least strength?

4. GENERAL EXECUTIVE ABILITIES

Indicate to what extent each of the 14 elements below is true of him. Mark an "X" after each element in the appropriate column.

Elements	Almost always true of him	True of him in the great majority of cases	True of him in the majority of cases	More false than true of him	Not true of him	Don't know
1. Delegates effectively.						
2. Effective in checking on results.						
3. Sets priorities effectively.						
4. Uses his manpower effectively.						
5. Corrects situations when they need improvement - doesn't wait for an emergency.						
6. A careful planner.						
7. Handles effectively the administrative details of day-by-day operations.						
8. Effective in presenting budget requests for his unit.						
9. Selects highly capable subordinates.						
10. Relates his work to the work of the						
11. Takes into account the public relations implications of his actions.						
12. Can handle many different problems at the same time.						
13. Works effectively even under frustrating conditions.						
14. Properly balances interest in details and interest in broad problems.						

	Outstanding	Very satisfactory	Satisfactory	Less than satisfactory	Unsatisfactory
Overall, what is your evaluation of his Executive Skills?					

Describe in your own words his strong points on the above executive skills.

On which executive skills does he show the least strength?

APPENDIX E

ADMINISTRATOR COMPENSATION ANALYSIS

Table 1

RATIO OF MEAN WEEKLY SALARY OF ELEMENTARY PRINCIPALS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.633	.640	.649
B	.607	.628	.610
C	.532	.556	.585
D*	.714	.682	.675
E	.614	.623	.627
F	.535	.522	.533
G	.650	.596	.617
H	.514	.523	.535
I	.565	.599	.626

*Richfield

Districts in the study - not in the order listed above: Anoka, Bloomington, Edina, Fridley, Osseo, North Saint Paul, Richfield, Saint Louis Park, and White Bear Lake

Table 2

RATIO OF MEAN WEEKLY SALARY OF SENIOR HIGH SCHOOL PRINCIPALS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.735	.729	.731
B	.658	.681	.690
C	.714	.683	.710
D*	.753	.710	.719
E	.732	.703	.734
F	.643	.627	.614
G	.686	.608	.708
H	.584	.603	.676
I	.684	.668	.680

*Richfield

Table 3

RATIO OF MEAN WEEKLY SALARY OF JUNIOR HIGH SCHOOL PRINCIPALS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.682	.684	.690
B	.609	.645	.664
C	.638	.638	.674
D*	.677	.662	.684
E	.674	.650	.654
F	.571	.590	.559
G	.680	.627	.691
H	.563	.584	.611
I	.665	.670	.717

*Richfield

Table 4

RATIO OF MEAN WEEKLY SALARY OF SENIOR HIGH SCHOOL ASSISTANT PRINCIPALS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.627	.640	.663
B	.591	.653	.678
C	.594	.585	.597
D*	.634	.625	.649
E	.578	.538	.585
F	.510	.500	.587
G	.546	.569	.626
H	.401	.458	.519
I	.584	.565	.639

*Richfield

Table 5

RATIO OF MEAN WEEKLY SALARY OF JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.649	.655	.651
B	.567	.596	.624
C	.409	.430	.506
D*	.571	.567	.597
E	.526	.500	.539
F	.522	.485	.449
G	.566	.590	.458
H	.374	.479	.525
I	.559	.546	.626

*Richfield

Table 6

RATIO OF MEAN WEEKLY SALARY OF ASSISTANT SUPERINTENDENT TO WEEKLY SALARY OF SUPERINTENDENT IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.784	.777	.776
B	.710	.720	.744
C	----	.763	.825
D*	----	----	.770
E	.770	.738	.753
F	.722	.721	.726
G	----	.649	.696
H	----	----	.676
I	.696	.706	.758

*Richfield

Table 7

RATIO OF WEEKLY SALARY OF SECONDARY DIRECTORS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

Districts	1966-67	1967-68	1968-69
A	.745	.739	.742
B	.516	.541	.526
C	.712	.729	----
D*	.769	.747	.737
E	----	.741	.737
F	.694	.653	.645
G	----	----	----
H	----	----	----
I	.569	.627	----

*Richfield

NOTE: Variations in organizational structures, titles of positions, and position descriptions for directors of secondary education make comparisons between districts somewhat meaningless.

Table 8

RATIO OF WEEKLY SALARY OF ELEMENTARY DIRECTORS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

Districts	1966-67	1967-68	1968-69
A	.745	.740	.742
B	.547	.562	.574
C	.799	.798	----
D*	.769	.747	.735
E	.722	.740	.737
F	.694	.653	.646
G	.674	.686	.715
H	.626	.654	.606
I	.639	.648	.657

*Richfield

Table 9

RATIO OF WEEKLY SALARY OF BUSINESS MANAGERS TO WEEKLY SALARY OF SUPERINTENDENTS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.494	.489	.507
B	.710	.721	.744
C	.728	.729	.518
D*	.573	.548	.573
E	.634	----	.659
F	----	.557	----
G	.674	.686	.715
H	.591	.610	.631
I	.679	.687	.640

*Richfield

Table 10

RATIO OF MEAN WEEKLY SALARY FOR ELEMENTARY SCHOOL PRINCIPALS AND SENIOR HIGH SCHOOL PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.861	.878	.889
B	.923	.923	.883
C	.746	.814	.823
D*	.948	.961	.938
E	.839	.888	.854
F	.832	.832	.866
G	.950	.980	.871
H	.880	.866	.790
I	.827	.895	.919

*Richfield

Table 11

RATIO OF MEAN WEEKLY SALARY FOR JUNIOR HIGH PRINCIPALS AND SENIOR HIGH PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.928	.939	.945
B	.926	.949	.962
C	.895	.935	.949
D*	.900	.932	.952
E	.921	.927	.893
F	.889	.941	.909
G	.994	1.032	.976
H	.964	.968	.904
I	.973	1.000	1.054

*Richfield

Table 12

RATIO OF MEAN WEEKLY SALARY FOR ASSISTANT SENIOR HIGH PRINCIPALS AND SENIOR HIGH PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.853	.878	.907
B	.898	.959	.982
C	.833	.856	.841
D*	.843	.880	.904
E	.780	.767	.798
F	.794	.797	1.000
G	.797	.935	.884
H	.686	.759	.767
I	.854	.845	.939

*Richfield

Table 13

RATIO OF MEAN WEEKLY SALARY FOR ASSISTANT JUNIOR HIGH PRINCIPALS AND SENIOR HIGH PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.882	.898	.891
B	.862	.877	.904
C	.573	.631	.713
D*	.759	.797	.831
E	.719	.714	.736
F	.813	.773	.730
G	.813	.871	.646
H	.641	.794	.776
I	.818	.817	.920

*Richfield

Table 14

RATIO OF SALARIES PAID TO ASSISTANT SUPERINTENDENTS AND HIGH SCHOOL PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	1.067	1.066	1.062
B	1.080	1.059	1.078
C	-----	1.118	1.162
D*	-----	-----	1.032
E	1.052	1.159	1.028
F	1.124	1.150	1.181
G	-----	1.068	.983
H	-----	-----	1.000
I	1.018	1.056	1.114

*Richfield

Table 15

RATIO OF SALARIES PAID TO BUSINESS MANAGERS AND HIGH SCHOOL PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	.672	.671	.694
B	1.079	1.059	1.078
C	1.020	1.067	.729
D*	.761	.771	.798
E	.866	----	.899
F	----	.888	----
G	.984	1.129	1.009
H	1.013	1.011	.933
I	.994	1.028	.942

*Richfield

Table 16

RATIO OF SALARIES PAID TO ELEMENTARY SCHOOL DIRECTORS AND HIGH SCHOOL PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	1.013	1.015	1.016
B	.832	.825	.832
C	1.119	1.169	----
D*	1.013	1.015	1.016
E	.986	1.056	1.002
F	1.079	1.041	1.050
G	.984	1.129	1.009
H	1.071	1.084	.899
I	.934	.969	.966

*Richfield

Table 17

RATIO OF SALARIES PAID TO SECONDARY SCHOOL DIRECTORS AND HIGH SCHOOL PRINCIPALS IN NINE SUBURBAN SCHOOL DISTRICTS

District	1966-67	1967-68	1968-69
A	1.013	1.015	1.016
B	.785	.794	.762
C	.997	1.068	-----
D*	1.022	1.052	1.026
E	-----	1.055	1.002
F	1.079	1.041	1.050
G	-----	-----	-----
H	-----	-----	-----
I	.833	.938	-----

*Richfield